Key Knowledge Generation

Transformational Leadership Styles of Public Elementary School Principals in Relation to School Social Organizational Factors in Region III, Philippines

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TRANSFORMATIONAL LEADERSHIP STYLES OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN RELATION TO SCHOOL SOCIAL ORGANIZATIONAL FACTORS IN REGION III, PHILIPPINES

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Abstract. The study aimed to determine the relationship between transformational leadership styles used by elementary school Principals in Region III and school social organizational factors. The descriptive research design was used with the survey questionnaire as the data gathering tool from two hundred fifty-nine (259) school Principals. Results indicate that 79.41% of the Principals belong to the age group 41-51 with a mean of 45.18 years old; 71.80% are female; 91.10% are married; 52.50%, belong to the Tagalog ethnic group; 30.50% are masteral graduates; 82.30% have 1-9 with a mean of 6.19 years of experience as Principal; 58.70% are Principal I; and 76.06% maintain a school staff size from 5-19 with a mean of 14.76. The transformational leadership styles- Inspirational Motivation (4.46), Individual Consideration (4.29), and Idealized Influence (4.37) were perceived to be Always used. The school social organizational factors - Teacher Certainty (4.38), Teacher Learning (4.36), Shared Goals (4.36), Teacher Collaboration (4.28), and Teacher Commitment (4.27) were perceived to always affect school effectiveness. There was a highly significant difference in perceptions on Inspirational Motivation, Intellectual Stimulation, and Individual Consideration (Sig. = 0.01) respectively when grouped according to highest educational attainment. The perceptions on Inspirational Motivation were significantly different (Sig. = 0.03) when grouped according to position. There was a significant difference in perceptions on: Teacher Collaboration (Sig. = 0.05) and Teacher Learning (Sig. = 0.02) when grouped according to age; Teacher Collaboration and Teacher Commitment respectively when grouped according to highest educational attainment (Sig. = 0.02). There was a highly significant difference in perceptions on Teacher Learning when grouped according to highest educational attainment (Sig. = 0.00). There was a highly significant (Sig. = 0.00) and highly positive correlation (r = 0.79) between perceptions on transformational leadership styles and school social organizational factors.

INTRODUCTION

The rapidly changing work environment requires school administrators to demonstrate traits and attitudes that will make them effective leaders in their school organizations. The concerns on the management and administration of the school organization cause domino effect to the school community involving teachers, pupils, parents, and administrators. In the past, leadership was the sole responsibility of an individual, resulting in dissent and division, and deviates from the purpose of bringing together each member to work for the common good. The instructional leadership paradigm served the schools well during the 1980s and early 1990s and was the most popular model of educational leadership then (Marzano, Waters & McNulty, 2005). Although this model served the educational field for the past two decades, the current demands for educational reforms have prompted school leaders to re-evaluate and adapt their leadership styles. Transformational leadership has become the accepted model of school leadership because of its emphasis on the fostering and development of organizational members (Marzano, et al., 2005).

Transformational leadership in the context of school leadership was built upon the work of Burns (1978), Bass (1985), and Bass and Avolio (1994). Leithwood (1994) states that transformational leadership skills are necessary skills for School Principals if they are to meet the challenges of the recent times. With the decentralization of authority from the central office to the various school divisions and districts of the Department of Education in the Philippines, the School Principal becomes the most important and influential individual in any school (Marzano et al., 2005). The Principal's leadership sets the tone of the school, the climate for teaching, the level of professionalism, morale of teachers, and the degree of concern for what students may or may not become. The Principal is the main link between the community and the school (U.S. Congress, 1970). Transformational leadership has been recognized as a model of leadership among School Principals. In this model, the school becomes less bureaucratic and it functions as its own transforming agent. Instead of empowering selected individuals, the school becomes empowered as a collective unit. It is the same model of leadership recognized in political, industrial, and

military organizations (Bass & Riggio, 2006).

Transformational leadership is increasingly regarded as a tool for fostering group goals rather than the task of a single individual (Hallinger, 2003) to evoke positive changes in the educational system. As such, transformational leadership is the leader's ability to increase organizational members' commitment, capacity, and engagement in meeting goals (Chew & Chan, 2008; Geijsel, Sleegers, Stoel & Krger, 2009; Jung & Avolio, 2000). Transformational leadership covers the Four I's referred to by Leithwood (1994) as individual consideration, intellectual stimulation, inspirational motivation, and idealized influence, focusing on change, and inspires followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support (Bass & Riggio, 2006). The practice of transformational leadership is said to bring about a greater appreciation for the social organization of the school to bring it closer to its targeted goal of becoming effective (Amin, Shah & Tatlah, 2013).

Given the importance of leadership and that the Principals play a central role in the effectiveness of their schools, an assessment of the School Principals' transformational leadership styles that may foster effective school social organization becomes timely and relevant considering that the K to 12 curriculum is relatively new in the Philippines educational system.

Objectives of the Study

The study aimed to describe the extent of (1) the transformational leadership styles of the elementary school Principals in Region III and (2) the school social organizational factors for an effective school; and to determine the relationship between the Principals' transformational leadership styles and the school social organizational factors for an effective school during school year 2013-2014.

LITERATURE REVIEW
Transformational Leadership

The principal's role in the school organization can best be described by the model of transformational leadership. Transformational leadership is the ability to encourage people to change, improve and be led by others (Northouse, 2001). It focuses on the task of an organizational entity rather than of a single individual (Hallinger, 2003). Transformational leadership influences the follower's behavior and organizational performance (Shao & Webber, 2006; Osborn & Marion, 2009). It addresses the follower's sense of self-worth to engage the follower in true commitment and involvement in the effort at

hand (Bass & Riggio, 2006).

All these characteristics fall into four areas in educational settings referred to as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Avolio, 1990). Idealized influence is defined as considering the needs before their own personal needs, avoiding the use of power for personal gain, demonstrating high moral standards, and setting challenging goals for their followers. Intellectual stimulation is concerned with the leader's effort to encourage followers to be innovative and creative. Inspirational motivation is displayed as the leader motivates and inspires the followers by displaying enthusiasm and optimism, communicating high expectations, and demonstrating commitment. Individualized consideration represents the leader's effort to develop their followers' potential (Popper, Mayseless & Castelnovo, 2000; Shing & Xiaodie, 2017).

School Social Organizational Factors

The effects of transformational leadership are evaluated on the school social organizational factors described in terms of teacher learning, teacher collaboration, teacher certainty, teacher commitment, and shared goals (Rosenholtz, 1989).

Successful school leaders are able to use their own school resources to establish strategies that foster their teachers' learning regardless of the environment in which they work (Drago-Severson, 2002).

Teacher learning is a critical element in building a learning community that sustains school achievement (Cibulka & Nakayama, 2000; Clement & Vandenberghe, 2001; Flores, 2004; Nuchso, Tuntivivat & Klayklueng, 2016).

When teachers have opportunities to collaborate professionally, they build upon their distinctive experiences, pedagogies, and content (Goddard & Goddard, 2007). Teachers who work as a team report a greater variety of skills and knowledge of student performance, which, in turn, improves student outcomes (Pounder, 1998). Teacher certainty is related to confidence in personal life, abilities, and strengths of the person likely coming from the attitude, behavior, body language, how one speaks, what is said, and the actions taken (Persaud, 2003). It is also indicated by the teacher's confidence that the teaching strategies and methods used are effective (Rosenholtz, 1989).

Teacher commitment is an internal force coming from within the teacher himself that requires great responsibility, variety and challenge at work, and accountability (Park, Henkin & Egley, 2005).

Quality education can only be achieved with committed teachers who inculcate knowledge and values to the learners (Saha &

Dworkin, 2009). The success of a school is also determined by its shared goals where teachers pursue similar instructional goals (Rosenholtz, 1989).

The research model of the study is shown in figure 1 indicating that the demographic profile and the transformational leadership styles of the respondents respectively are related to the school social organizational factors for an effective school.

RESEARCH MODEL

FIGURE 1
Research Model
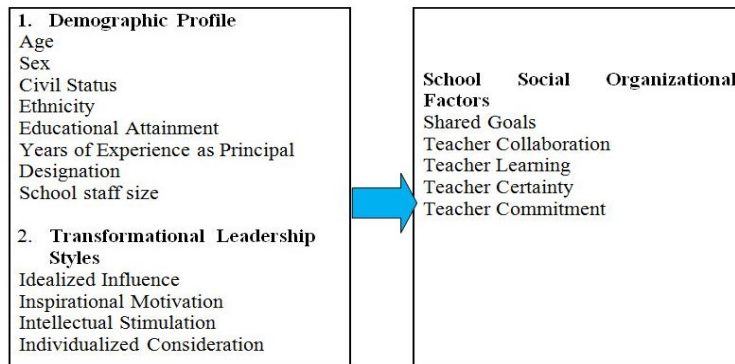
The descriptive-correlation research design was used in the study that was conducted in the seventeen (17) schools' division in Region III, that included Nueva Ecija Province, Pampanga, Cabanatuan City, Bulacan Province, Meycauayan City, Bataan Province, Gapan City, Aurora, Mabalacat City, Angeles City, Tarlac City, Zambales, Munoz City, Balanga City, San Fernando City, Malolos City, and Olongapo City.

The two hundred fifty-nine (259) respondents were the Principals of the public elementary schools in Region III during the school year 2013-2014 who were selected using the stratified random sampling method.

The study adopted (a) Bass and Avolio's (1990) Multifactor Leadership Questionnaire to obtain the Principals' ratings as transformational leaders, and (b) Rosenholtz's (1989) Social Organizational Factors Questionnaire to determine the level

of social organizational factors associated with effective schools.

Data Analysis
Demographic Profile of the Respondents
The distribution of the public elementary school Principals' demographic profile is presented in Table 1. Out of 259 Principals, there were 198 (or 76.45%) who belong to the age group from 41 to 51 and above, with a mean of 45. 18 years old; 186 (or 71.80%) are female; 236 (or 91.10%) are married; 136 (or 52.50%) belong to the Tagalog ethnic group; 79 (or 30.50%) are masteral graduates; 161 (or 62.20%) have 1-6 and a mean of 6.19 years of experience as Principal; 152 (or 58.70%) hold the Principal I position; and 197 (or 76.06%) have from 1-19 with a mean of 14.76 school staff size.

TABLE 1
Public Elementary School Principals' Demographic Profile

Age	Frequency	Percentage	Educational Attainment	Frequency	Percentage
51 Above	76	29.34	Doctorate Degree holder	21	8.10
46-50	62	23.94	MA with doctoral units	60	23.20
41-45	60	23.17	Masteral Graduate	79	30.50
36-40	27	10.42	MA Academic Requirements	77	29.70
31-35	28	10.81	BS with masteral units	22	8.50
26-30	6	2.32			
Total	259	100.00	Total	259	100.00
Mean 45.18 years old					

Sex	Frequency	Percentage	Years of Experience as Principal	Frequency	Percentage
Male	73	28.20	13-15	27	10.40
Female	186	71.80	10-12	19	7.30
			7-9	52	20.10
			4-6	93	35.90
			1-3	68	26.30
Total	259	100.00	Total	259	100.00
			Mean = 6.19 years		
Civil Status	**Frequency**	**Percentage**	**Designation**	**Frequency**	**Percentage**
Single	23	8.90	Principal IV	5	1.90
Married	236	91.10	Principal III	21	8.10
			Principal II	81	31.30
			Principal I	152	58.70
Total	259	100.00	Total	259	100.00
Ethnicity	**Frequency**	**Percentage**	**School Staff Size**	**Frequency**	**Percentage**
Ilokano	49	18.90	20-24	20	7.72
Zambal	9	3.50	15-19	49	18.92
Pampango	60	23.20	10-14	76	29.34
Tagalogv	136	52.50	5-9	72	27.80
Others (Visayans and Cebuanos)	5	1.90			
Total	259	100.00	Total	259	100.00
			Mean size = 14.76		

Transformational Leadership Styles of Respondents

Table 2 presents the transformational leadership styles as perceived by the Principals. Ten statements adopted from Bass and Avolio's (1990) Multifactor Leadership Questionnaire were used as descriptors of each of the transformational leadership styles.

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TABLE 2
Transformational Leadership Styles as Perceived by the Principals

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Transformational Leadership Styles	Weighted Mean	Qualitative Interpretation	Rank
1. Idealized Influence	4.37	Always	3
2. Inspirational Motivation	4.46	Always	1
3. Intellectual Stimulation	4.17	Often	4
4. Individual Consideration	4.39	Always	2
Grand Mean	4.35	Always	

Idealized influence, inspirational motivation, and individual consideration were perceived to be "Always", while intellectual stimulation was perceived to be "Often" the transformational leadership styles of the Principals. Using the 5-point Likert scale, the weighted mean for idealized influence is 4.37, ranked 3rd, and was best described by the statement "I encourage others to express their ideas and opinions". Inspirational motivation, with a weighted mean of 4.46, ranked 1st, was best described by the statement "I motivate others to succeed". "I enable others to think about old problems in new ways" was the best descriptor of intellectual stimulation with a weighted mean of 4.17, ranked 4th. "I treat each subordinate individually" described individual consideration, with a weighted mean of 4.39, ranked 2nd.

School Social Organizational Factors

Table 3 shows the school social organizational factors as perceived by the Principals.

TABLE 3
School Social Organizational Factors as Perceived by the Principals

School Social Organizational Factors	Overall Weighted Mean	Qualitative Interpretation	Rank
1. Shared Goals	4.36	Always	2.5
2. Teacher Collaboration	4.28	Always	4
3. Teacher Learning	4.36	Always	2.5
4. Teacher Certainty	4.38	Always	1
5. Teacher Commitment	4.27	Always	5
Grand Mean	4.33	Always	

Five statements adopted from Rosenholtz's (1989) Social Organizational Factors Questionnaire were used as descriptors of each of the school social organizational factors. Shared goals, teacher collaboration, teacher learning, teacher certainty, and teacher commitment were perceived to be "Always" the factors affecting the school social organization. Using the 5-point Likert scale, the weighted mean for shared goals is 4.36, ranked 2.5th, and was best described by the statement "3. Principals support a collaborative effort to increase goal consensus by monitoring teachers' classroom efforts, giving them clear performance-based feedback, and setting evaluative criteria congruent with the work a day goals". Norms of collaboration are enhanced through teachers' involvement in decision-making when awareness develops that classroom problems can be lessened through exchange of ideas described teacher collaboration with a mean

of 4.28, ranked 4th. Teacher learning, with a weighed mean of 4.36, ranked 2.5th, was best described by the statement "In schools, goal setting is essential in which teachers and principals exchange information to guide the organization in detecting and responding to new problems and needs arising from changing environmental conditions". "Teachers will accept additional duties if pupils will benefit", described teacher certainty, with a weighted mean of 4.38, ranked 1st. Teacher commitment, with a weighted mean of 4.27, ranked 5th, was best described by the statement "Opportunities for learning, skill mastery, and a sense of challenge and personal progress enhance workplace commitment".

The difference in the perceptions on the transformational leadership styles when grouped according to the Principals' demographic profile is presented in Table 4.

TABLE 4
Difference in the Perceptions on the Transformational Leadership Styles
When Grouped According to the Principals' Demographic Profile

Demographic Profile	Sources of Variation	df	Transformational Leadership Styles					
			Inspirational Motivation		Intellectual Stimulation		Individual Consideration	
			F	Sig.	F	Sig.	F	Sig.
Highest	Between Groups	4	3.35**	0.01	3.40**	0.01	3.57**	0.01
Educational	Within Groups	254						
Attainment	Total	258						
Position	Between Groups	3	3.05*	0.03	1.06ns	0.37	1.58ns	0.20
	Within Groups	255						
	Total	258						

**-highly significant at the 0.01 alpha level of significance; Ho is rejected
*-significant at the 0.05 alpha level of significance; Ho is rejected
ns-not significant at the 0.05 alpha level of significance; Ho is accepted

There was a significant difference in the perceptions on inspirational motivation as a transformational leadership style when grouped according to the Principals' position (Sig. = 0.03). There was a highly significant difference in the perceptions on inspirational motivation (Sig. = 0.01), intellectual stimulation (Sig. = 0.01), and individual consideration (Sig. = 0.01) re-

spectively as transformational leadership styles when grouped according to the Principals' highest educational attainment.

The difference in the perceptions on the school social organizational factors when grouped according to the Principals' demographic profile is presented in Table 5. There was a significant difference in the perceptions on Teacher Collaboration

(Sig. = 0.05) and Teacher Learning (Sig. = 0.02) when grouped according to the Principals' age. There was a significant difference in the perceptions on Teacher Collaboration (Sig. = 0.02) and Teacher Commitment (Sig. = 0.02) when grouped according to the Principals' highest educational attainment. There was a highly significant difference in the perceptions on Teacher Learning when grouped according to the Principals' highest educational attainment (Sig. = 0.00).

TABLE 5
Difference in the Perceptions on the School Organizational Factors
When Grouped According to the Principals' Demographic Profile

Demographic Profile	Sources of Variation	df	School Social Organizational Factors					
			Teacher Collaboration		Teacher Learning		Teacher Commitment	
			F	Sig.	F	Sig.	F	Sig.
Age	Between Groups	5	2.23*	0.05	2.78*	0.02	1.26ns	0.28
	Within Groups	253						
	Total	258						
Highest	Between Groups	4	2.85*	0.02	5.74**	0.00	3.00*	0.02
Educational	Within Groups	254						
Attainment	Total	258						

TABLE 6
Relationship between the Principals' Perceptions on the Transformational
Leadership Styles and the School Social Organizational Factors

Sources of Correlation	School Social Organizational Factors	
Transformational Leadership Styles	Pearson Correlation	0.79**
	Sig. (2-tailed)	0.00
	N	259

**- Correlation is highly significant at the 0.01 alpha level (2-tailed) of significance.

Table 6 shows the relationship between the Principals' perceptions on the transformational leadership styles and the school social organizational factors.
There was a highly significant high positive relationship (r = 0.79, Sig. = 0.00) between the Principals' perceptions on the transformational leadership styles and the school social organizational factors.

DISCUSSION
Demographic Profile of Respondents
The Principals are in their middle adulthood which ranges from forty to retirement age. Women are beginning to dominate middle to top management in organizations. The Principals are educationally qualified. The Tagalog ethnic group of Principals followed by the Pampango form the majority particularly in the provinces of Nueva Ecija, Bulacan, Pampanga, Tarlac, Bataan, and Zambales in Region 3. The position reflects the qualification standards set by Philippines Civil Service Commission as to who will occupy managerial positions. The Principals are leaders of learning who can develop a team delivering effective instruction that entails the key responsibilities of shaping a vision of academic success for all students based on high standards; creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail; cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision; improving instruction to enable teachers to teach at their best and students to learn to their utmost; and managing people, data and processes to foster school improvement (Wallace Foundation, 2013).

Transformational Leadership Styles of Respondents
Inspirational motivation is displayed by the Principal who as a transformational leader encourages teachers to work with enthusiasm and optimism, and promotes team work and inclusive growth for sustainable advancement. The Principal motivates teachers to commit to the vision of the organization and encourages team spirit to reach goals. This leader articulates a compelling vision of the future (Bass & Rigggio, 2006). Individual consideration represents the leader's consistent effort

to treat each follower as a special person and acts as a coach who encourages each individual to reach goals that help both the followers and the organization (Balyer, 2012). The Principal who displays intellectual stimulation is a transformational leader who encourages participatory and creative decision-making processes in solving problems and allows teachers to experiment with novel and untried strategies. When individual members make mistakes, the transformational leader does not publicly criticize them because they differ from the leader's ideas (Bass & Riggio, 2006). Transformational leaders with intellectual stimulation promote critical thinking and problem solving to make the organization better (Balyer, 2012).

School Social Organizational Factors
Teacher certainty is reflected in behavior, attitude, body language, how to say and what is said, and how to act. Teacher certainty upholds more realistic expectations. Some of the indicators of teacher certainty are teacher's confidence, self-esteem, self-concept, self-resilience, acceptance, and teacher's positive affirmations (Triwahyuni, Abdullah & Sunaryo, 2014). With teacher certainty, teachers are confident about their performance in the pursuit of their profession (Rosenholtz, 1989) aimed at stimulating students' growth and development (Lortie, 1975). Principal's transformational leadership in directing all members in solving the problems of the school to achieve the desired educational goals as well as teachers' certainty are the capital base for teachers in managing teaching-and-learning in schools. Furthermore teacher certainty is a positive attitude that allows a teacher to realistically observe potential upon himself to deal with the situation of the school so that teachers strive to achieve successful performance in teaching-and-learning process (Triwahyuni et al., 2014). When effective teacher collaboration occurs, teachers' knowledge and experience are diffused and instruction is enhanced. Teachers with various levels of experience that collectively focus on improving student learning are most effective in increasing student achievement (Williams, 2010). When teachers collaborate, they are creating a social environment that allows them to learn from other teachers. Collaboration fosters creativity and integration on specific topics (Goddard & Goddard, 2007). The culture of schools influences teachers' collaborative attitudes and perceptions (Sawyer & Rimm-Kaufman, 2007). Teacher collaboration fosters a shared responsibility for student learning goals (Williams, 2010). Teacher collaboration transforms teachers into resources for one another. Teacher collaboration has been linked to enhanced teacher learning and higher student achievement (Goddard & Goddard, 2007). Teacher certainty is enhanced when teachers gain recognition for their work from the Principal and their colleagues (Kasten, 1984; Rosenholtz, 1989). Teacher commitment refers to the amount of work and time a teacher is willing to put for the sake of students' achievement, and the commitment to the school and to the colleagues in an environment of high purpose (Ibrahim, Ghavifker, Ling, Siraj & Azeez, 2014). Teacher commitment helps schools and leaders in many ways. When a teacher is committed to a school, there tends to be a more direct effect on teachers' internal states and behaviors and these, in turn, influence school conditions (Leithwood & Sun, 2012). The component of inspirational motivation has the strongest correlation which implies that the more the school principals communicate a clear vision, help others focus on their work and make others feel their work is significant, the higher their organizational commitment will be (Khasawneh, Omari & Abu-Tineh, 2012).

Difference in Perceptions on Transformational Leadership Styles
The Principals' position caused a significant difference in their perceptions on inspirational motivation as a transformational leadership style. The Principals' highest educational attainment caused a significant difference in their perceptions on inspirational motivation, intellectual stimulation, and individual consideration. These findings indicate that the Principal who occupies managerial position and is educationally qualified should, as a transformational leader be the role-model whose knowledge, skills, and competence are more advanced than the classroom teacher (Montalla, 2012).

Difference in Perceptions on School Social Organizational Factors
The Principals' age caused a significant difference in their perceptions on teacher learning and teacher collaboration as school social organizational factors. The Principals' highest educational attainment caused significant difference in their perceptions on teacher learning, teacher collaboration, and teacher commitment. Age affects the Principal's performance. Younger administrators were found to be better than their older counterparts in performing their own tasks, making their followers perform at par - upholding ethical and moral standards, and in preparing the time-table for tasks to be accomplished towards the attainment of school effectiveness. The school administrators with higher educational attainment were found to display good interpersonal relationship with colleagues, exert more influence, and continuously strive for promotion which may consequently influence school effectiveness (Okolo, 2001).

Relationship between Principals' Perceptions on Study Variables

The highly significant high positive relationship between the Principals' perceptions on the transformational leadership styles and the school social organizational factors indicates that as the Principals always display the attributes of a transformational leader, school effectiveness is better achieved as the school social organizational factors are always implemented.

CONCLUSION

The Principals of the public elementary schools in Region 3, Philippines possess the qualification standards set by Philippines Civil Service Commission. Idealized influence, inspirational motivation, intellectual stimulation, and individual consideration are the transformational leadership styles Always displayed by the Principals. Shared goals, teacher collaboration, teacher learning, teacher certainty, and teacher commitment are Always the school social organizational factors affecting school effectiveness. The Principals' position and educational qualification caused significant differences in their perceptions on transformational leadership styles. The significant difference in the Principals' perceptions on school social organizational factors for school effectiveness was due to their age and educational qualification. The study reflects the effectiveness of Principals in using transformational leadership strategies to attain school effectiveness.

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– This article does not have any appendix. –